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ABSTRACT

This annotated bibliography is intended to serve as a resource for library/media specialists engaged in the process of planning for and implementing mainstreaming in their media centers. It (1) presents background information and reviews legislation related to the mainstreaming of handicapped children; (2) reviews and analyzes the literature relevant to the role and potential of the media center; (3) provides an annotated bibliography of the literature; and (4) provides a guide to additional resources. The annotated bibliography includes currently published articles and papers divided into four categories: service and instruction, staffing, facilities and materials, and equipment. Many of the articles overlap and are applicable to more than one category. The bibliography concludes with a brief list of general and comprehensive sources and includes books, periodicals, and forthcoming publications. Additional resources provide reference materials, informational sources on PL 94-142 and handicaps, teaching techniques, development of student awareness, and facilities, as well as a list of references. An index of authors, producers, and agencies is included. (RAA)

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MEDIA AND MAINSTREAMING:
AN ANNOTATED BIBLIOGRAPHY AND RELATED RESOURCES

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PREFACE

PL 94-142 (the Education for All Handicapped Children Act) was as new and potentially threatening to school media specialists as to the teachers who would be involved in its implementation. Media specialists would be expected to work with all teachers in providing appropriate learning resources for the Individual Education Plans (IEP) which were to be developed for each handicapped child. The resource center would have to be physically accessible to all handicapped children. New materials and equipment would have to be acquired. Many of these new expectations were beyond the preparation and experience of most school media specialists.

Dr. Joyce A. Petrie of Portland State University anticipated the special needs of school media specialists in 1978 and began an extensive research and demonstration project aimed at establishing guidelines for use of the school media centers by handicapped learners and their teachers. Dr. Petrie and her colleagues have developed and validated a manual, Mainstreaming in the Media Center: A Manual for Media Specialists and an Assessment Guide to assist media personnel in evaluating their readiness to accommodate handicapped learners in the school media center.

The wealth of experience derived from this project made Dr. Petrie a logical choice to prepare this monograph and annotated bibliography for school library media specialists. In the course of the project she reviewed most of the available literature and is in a unique position to describe its utility. In addition, the succinct review of relevant legislation provides a context for the useful information and resources which follow.

The ERIC Clearinghouse on Information Resources is charged with disseminating information about current trends and issues in the fields it represents. This publication fulfils that purpose.

Donald P. Ely
Director

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INTRODUCTION

It is only recently that handicapped persons have begun to have the same access to the mainstream of society as other citizens have. Many handicapped persons have previously been excluded from buildings, from programs, from educational and economic opportunities, from transportation, from communication media, from recreational facilities, even from their peers--just to name a few basics. In 1975, landmark federal legislation was passed entitled the Education for All Handicapped Children Act (PL 94-142), which mandates that handicapped children be educated in the "least restrictive environment," i.e., that to the maximum extent possible they be mainstreamed (integrated) into regular classrooms and other regular public school settings. This requires a commitment from all educators, including media specialists, to develop new skills and knowledge in their areas of expertise as they relate to the needs of handicapped children.

Prior to the advent of PL 94-142, most school library media specialists had limited opportunities and no special training for working with handicapped students. Yet the media center has the potential to be a major force in the mainstreaming of the handicapped child because the media specialist has typically been committed to the concept of individualized learning. The media center provides a wide range of learning experiences utilizing a variety of instructional techniques, group structures, and multimedia approaches to learning. The environment of the media center can be especially facilitating for the handicapped student since there are opportunities for noncompetitive, individualized learning based on student's interests, learning styles, and needs. Further, the media specialist can assist teachers in making extensive and creative uses of print and nonprint materials for teaching and learning. A multimedia collection implementing varying approaches, points of view, and forms of expression can acquaint a handicapped student with worlds that have previously remained outside the realm of his or her experience.

Expanding library media programs to accommodate the needs and interests of handicapped students is certainly a "natural and logical extension" (Baker, p. 175) of our current services. Unfortunately, not all media centers, or media specialists are prepared to do this. Media specialists need to become

more knowledgeable regarding the media needs of handicapped students and use and adapt media resources to meet those needs. They need to learn about media methods, techniques, programs, services, and materials for use with the handicapped student. They need to become more knowledgeable about facility and environment requirements, and to develop new human awareness and sensitivities.

Successful mainstreaming within the media center depends upon media specialists who are committed to developing new awareness and knowledge, and today's schools must take a creative look at the media center to determine how they can extend the program for handicapped students.

Intended to serve as a resource for library/media specialists engaged in the process of planning for and implementing mainstreaming in their media centers, this paper (1) presents background information and reviews legislation related to mainstreaming of handicapped children; (2) reviews and analyzes the literature relevant to the role and potential of the media center in mainstreaming; (3) provides an annotated bibliography of this literature; and (4) provides a guide to additional resources.

BACKGROUND REGARDING THE MAINSTREAMING OF CHILDREN INTO REGULAR SCHOOL SETTINGS

Historically, handicapped students have been segregated into special education programs designed to meet their unique learning needs. While intentions of these programs were good, program promises were not fulfilled. In The Exceptional Individual, Johnson and Johnson discuss problems based on the research findings of Telford and Sawrey (p. 37). Three particularly pertinent findings were: (1) studies failed to establish the effectiveness of special education classes; (2) irrelevant factors such as social class, race, and sex, were influencing class placement; and (3) stigmatization had deleterious effects upon students. Children and adult handicapped citizens have typically had major difficulties fitting into the mainstream of society after having been segregated throughout their education. Handicapped citizens and their advocates have long struggled to correct the inequities of segregated education.

A landmark event in the form of national legislation, titled PL 94-142, has changed the course of history for handicapped and non-handicapped alike. Three aspects of this legislation addressing the rights of the handicapped person will be briefly reviewed in this monograph: (1) basic description and provisions of PL 94-142; (2) origins of PL 94-142; and (3) humanistic implications of PL 94-142.

PL 94-142, the Education for All Handicapped Children Act, was signed by President Gerald Ford and became law on November 29, 1975. The law reiterates the civil rights of all handicapped children to receive a free public education and carries the threat of financial penalties for noncompliance.

Basic provisions of PL 94-142 mandate that all handicapped children, ages 3-21, are assured of a "free appropriate public education" and in the "least restrictive environment." This means that, to the maximum extent possible, the handicapped child who requires special education and related services according to the law shall be integrated into the regular public school settings including regular classrooms and the school library media center.

PL 94-142 was the outgrowth of a series of court decisions, civil rights and education legislation, and current trends toward a more positive view of handicapped persons (Petrie, Whitmore, Schmoldt, and Foster, p.8). Beginnings are usually traced back to 1954 and the case of Brown versus Board of Education. The U.S. Supreme Court decision states the following:

in these days it is doubtful that any child may reasonably be expected to succeed in life, if he is denied the opportunity for education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms. (347 U.S. 483, 745. CF. 686. 98L. ED. 873)

All children have not received such services on equal terms. Separate but equal programs and facilities are inherently not equal historically.

The case for equal opportunity was further established in 1972 when the federal court in Pennsylvania ordered (1) that all retarded students, regardless of degree of retardation or associated handicaps, have access to free public education; (2) that the education of all children be based on programs of education and training appropriate to the needs and capacities of each student; and (3) that placement in a regular public school class is to be preferred to placement in a special school class (PARC versus the State of Pennsylvania, 343 F. Supp. 279. E.D. Pa. 1972).

Shortly after the Pennsylvania decision, the District of Columbia extended the Zero-reject provision in another court decision to all handicaps when they provided to each child of school age "... a free and suitable publicly supported education regardless of the degree of the child's mental, physical, or emotional disability or impairment" (Mills versus Board of Education of the District of Columbia, 348 F. Supp. 866. D.D.C. 1972).

Other judicial precedents provided due process provisions, periodic reviews of the child's status, and hearings prior to reassignment.

The Department of Health, Education, and Welfare promulgated a civil rights rule (Section 504) designed to carry out the intent of the Vocational Rehabilitation Act Amendments of 1973 mandating that "exclusion of the handicapped from any educational program be prohibited after June 1, 1977" (Petrie, Whitmore, Schmoldt, and Foster, p. 9).

Humanistic implications reflected in the United States laws are expressed succinctly in the 1967 Swedish Normalization Laws regarding provisions and services for mentally retarded persons. The Swedish Normalization Laws have since come to be viewed as a "Bill of Rights" for all handicapped persons (Petrie, Whitmore, Schmoldt, Foster, p. 11). The rights are:

- The Right to a Normal Rhythm of Day.
- The Right to a Normal Routine of Life.
- The Right to a Normal Rhythm of Year.
- The Right to a Normal Developmental Experience of the Life Cycle.
- The Right to Live . . . in a Bisexual World.

- The Right to Normal Economic Standards.
- The Right to Live, Work, and Play in What Is Deemed Normal and Humane for That Society.

These human rights are now recognized as basic to handicapped people in that they have the same needs as everyone else, such as:

- The need for love and friendship.
- The need for acceptance as an individual.
- The need to know what is expected of him/her.
- The need to achieve.
- The need to grow, develop and learn (mentally, physically, and emotionally).
- The need to do for others and to feel needed.
- The need to be creative.
- The need for independence.
- The need for structure/discipline and freedom.
- The need to have identity.
- The need for security.
- The need for encouragement.
- The need to communicate (expressive language and to be listened to)
- The need to share.
- The need for self-esteem.

(Petrie, Whitmore, Schmoldt, Foster, p. 12, as quoted from Coyne)

Most handicapped students' educational needs can best be fulfilled through varying degrees of mainstreaming into the regular school settings where many of the above "rights" are available and needs can be met. Regular school settings can provide the opportunity for normal routines of life to exist and for all children to interact, learn, play, and socialize together. These and other experiences can and should be positive for teachers and students alike.

REVIEW OF THE LITERATURE

Although a great deal has been written on the subject of mainstreaming and its implications and applications, a review of the literature shows that the implications for the school library media specialist are just now being realized. More emphasis has been placed on public library services for the handicapped, primarily the adult patron, and the amount of material that is specific to the school situation is limited. Some publications have featured services to children in special schools and institutions, and a smattering of articles over the years have touched on various aspects of school media programs for one or more handicapping conditions. Some of these articles have been included in books, notably the American Library Association publication The Special Child in the Library and Maryalls Strom's Library Services to the Blind and Physically Handicapped. Both of these books, however, predate the passage of PL 94-142 and the rapid changes that the implementation of this law have entailed, so that many of these articles are out of date.

More recent articles deal with one or more components of a media program in relation to specific handicapping conditions, and a significant number of articles have been written by a small number of people who have worked and continue to work extensively in the field. Among those who have made a significant contribution to the body of literature in this area are Barbara Baskin, Karen Harris, Ruth Velleman, David Bender, D. Philip Baker, and Hilda Limper.

This examination of the existing literature focuses on a few general conclusions. The first conclusion drawn is that misconceptions about the handicapped are apparent among the general population, due in part to the fact that most people have little acquaintance or interaction with the handicapped. These misconceptions are reflected in some of the literature. Secondly, past segregation of handicapped students into institutions and other isolated programs created a school setting where there were few contacts between handicapped and nonhandicapped persons. Thirdly, it has been found that handicapped students harbor misconceptions about those students who exhibit a handicap that differs from their own. Fourth, it is predicted by this author that attitudes toward the handicapped are likely to become more positive as increasing interaction between handicapped and nonhandicapped results in increased exposure and social competence. Until recently, many of the

available print and nonprint materials dealing with the handicapped were based on a wide variety of misconceptions such as those mentioned above.

Because of its vital role in serving the entire school population, the school library media center has the opportunity, the capacity, and the responsibility to work toward the alleviation of the above stated misconceptions. The dedicated and aware school library media specialist can be a leader to help facilitate positive attitude changes concerning the handicapped. Discussion, awareness activities, contact with handicapped students, dissemination of information designed to increase knowledge about the handicapped, and conscious and positive revision, modification, expansion, and extension of the library media center program are activities which exemplify this leadership role. The media specialist must become an expert in providing instruction, services, materials, equipment, and facilities to the mainstreamed handicapped student.

The new literature stresses the need for handicapped students to receive individualized instruction and emphasizes that this will necessitate an expansion of the media specialist's role to include that of initiator, facilitator, and designer of individualized instructional programs for handicapped students. Selected articles in publications detail the use of specific formats and equipment which media specialists have found useful in the instruction of the handicapped child.

In the annotated bibliography which follows, currently published articles concerning the mainstreamed handicapped student in the school library media center are divided into four categories for purposes of easy reference. The categories are Service and Instruction, Staffing, Facilities, and Materials and Equipment. Many of the articles overlap and are applicable to more than one category. The bibliography concludes with a brief list of general or comprehensive sources which apply to several categories. Books and periodical issues that are comprehensive in scope appear in this section. Additionally, there is a final section of forthcoming publications.

Services and Instruction

The articles in the Services and Instruction category focus on two of the major elements in any media program. Most of the articles concur that a paramount concern is to make the building's media resources readily available to students and teachers. Areas of focus for these articles include information about resources available to the school media specialist, instructional strategies and activities for children with specific handicaps, and information about the

psychological and instructional needs of handicapped children and about the media specialist's role in attempting to meet those needs through a program of services and instruction.

Staffing

The success of any media program in meeting the needs of handicapped students depends to a great extent on a school media specialist dedicated to its implementation. The articles in this category emphasize that the roles of the school library media specialist are typically varied and are expansive enough to include the roles of educator, consultant, manager, and producer of instructional materials. Many articles address the development of those personal attitudes and professional competencies needed to deal with handicapped children. Further, they stress the importance of cooperation and collaboration of media specialists with teachers and administrators in meeting the needs of the handicapped.

Facilities

Articles focusing on school library media center facilities which are accessible to handicapped students are primarily concerned with adaptations of structural facilities and elimination of barriers that prevent the handicapped student from making full and effective use of the entire media collection. In constructing new media centers and in remodeling existing ones, physical barriers must be removed that would hinder access by the handicapped to the media collection and to the program and services. It is further recognized that factors such as color, space, noise, furnishings, and other features form an integral part of the media center environment and may exert positive or negative effect upon the handicapped student.

Materials and Equipment

There are a number of articles available which discuss both the content and the possible use of the library media center print and nonprint collections. Suggestions are given for varied and creative uses of materials and equipment that will meet the special needs of handicapped students. Criteria are provided which are of use in the selection and evaluation process. The articles explore advantages and disadvantages of selected pieces of equipment for the instruction of handicapped students. Of particular interest are bibliographies that will assist the media specialist in the selection of materials to be used by and for students with specific handicapping conditions.

Summary

The review and analysis of the literature indicates a critical need for additional research, information, practical guidelines, procedures, and ideas to assist the school library media specialist. There is a need for comprehensive materials dealing with all aspects of the media center in relation to all handicapping conditions, and field-tested operational models, guidelines, and assessment guides to help the media specialist move in the direction of greater accommodation of the handicapped learner. While forthcoming publications show promise to help fill the information gaps, additional in-depth materials on special topics will still be needed: there is little doubt that handicapped students need an innovative, meaningful media program as an integral part of their total school experience.

ANNOTATED BIBLIOGRAPHY

SERVICES AND INSTRUCTION

Adcock, Donald C. "Media Services for Exceptional Children: Some Practices in Illinois," Illinois Libraries 59:7 (Sept. 1977) pp. 477-79.

The article outlines the programs of three Illinois schools that could serve as guidelines for media specialists in offering services to exceptional children. Information deals with several categories of handicapped children, but it is emphasized that each school's media program and services will be different depending on the needs of the students served.

Ashcroft, S. C. "NCEMMH: A Network of Media/Material Resources," Audiovisual Instruction 21:10 (Dec. 1976) pp. 46-47.

An explanation of the function of the National Center on Educational Media and Materials for the Handicapped (NCEMMH) and description of its resources and services for media specialists.

Baskin, Barbara and Karen Harris. "The Exceptional Child in the School Library: Response and Strategy." Paper presented at the Southwestern Library Association Biennial Conference (Galveston, Texas, October 1974). ERIC Document ED 097 896.

The authors note those components of a media program that are most effective for students with particular handicaps. "The greatest accomplishments of the libraries is to make academic involvement feasible, efficient, easy, and pleasurable." They contend that the media center can provide the handicapped child with essential group interaction and that the library media specialist has the ability and responsibility to provide materials and experiences that will enhance the learning experiences.

Bender, David R. "Opening Remarks." In Issues in Media Management, 1977 series. Maryland State Department of Education, Division of Library Development and Services, School Library Media Services Branch. ERIC Document ED 148 311.

A description of the handicaps most common to exceptional children and discussion of the role of the school library media specialist in the educational program for handicapped students. Includes a definition of mainstreaming and discussion of its implications for the handicapped.

Dresang, Eliza T. "There Are No Other Children," School Library Journal (Sept. 1977) pp. 19-23.

A discussion of the psychological and intellectual needs of special children and the role school library media specialists and centers must play in serving each child's needs. The author includes methods she has found successful in helping the special child to use the media center to his/her fullest capacity.

Ehret, Richard C. "Them as Can, Does," Illinois Libraries 59:7 (Sept. 1977) pp. 589-94.

A description of the functions, services, and activities of REMIS (Regional Educational Media and Information Service) in Illinois.

REMIS can provide school media specialists and classroom teachers with assistance in areas of information retrieval and dissemination, materials accessibility, curriculum development, inservice, and materials production.

Fast, Betty. "Mediacentric," Wilson Library Bulletin 52:2 (Oct. 1977) pp. 133-35.

The author emphasizes that special children have the same needs as normal children and are especially responsive to the AV materials and realia. She identifies three school settings for mainstreaming the handicapped: (1) the classroom, (2) the resource room, (3) the media center. The contention is made that mainstreaming should start early and the media specialist's involvement in encouraging student independence in the use of the media center is of great importance.

Gray, Karen and Cynthia Altgilbers. "Serving the Exceptional Child--A System Response," Illinois Libraries 59:7 (Sept. 1977) pp. 513-15.

A description of the services provided to handicapped students and school library media centers by the Great River Library System in western Illinois.

Jerrolds, Bob W. "Preparing Librarians to Help the Disabled Reader." In Library Services to the Blind and Physically Handicapped. Metuchen, NJ: The Scarecrow Press, 1977, pp. 55-60.

Noting that there are many and varied causes for reading disability, the author discusses several ways in which a school library media specialist can assist remedial students in selecting both print and nonprint materials.

Johnson, Elizabeth and Thelma Merriweather. "Blind Children Learn to Relate." In Library Services to the Blind and Physically Handicapped, Metuchen, NJ: The Scarecrow Press, 1977, pp. 64-67.

Through a program developed by a Georgia elementary school library media specialist and a resource teacher, blind and visually handicapped children learn to participate with non-handicapped peers in the use of various types of media.

Kroth, Roger and Gweneth Blacklock Brown. "Welcome in the Parent," School Media Quarterly 4:4 (Summer 1978) pp. 246-52.

Parents will also need information relating to their roles as educational planners under the provisions of PL 94-142. This discussion of the role of the media specialist includes citations of relevant books and parent education kits as well as the addresses of related national associations.

Limper, Hilda K. "Serving Mentally Retarded Children in Our Libraries." In Library Services to the Blind and Physically Handicapped, Metuchen, NJ: The Scarecrow Press, 1977, pp. 91-95.

Ways in which reading can be a learning and creative experience for the retarded reader. Book titles are listed which have been used successfully by students and library media specialists.

Mahaffy, Carolyn. "Expanding Limited Lives with Media," Audiovisual Instruction 14:9 (Nov. 1969) pp. 34-35.

Describes an elementary school in Nebraska equipped with a modern media center which provides a greater range of learning experiences for the mainstreamed physically, economically and culturally handicapped students in that school.

Morris, Effie and Amelae Boe. "Serving the Handicapped Child," Wilson Library Bulletin 38:2 (Oct. 1963) pp. 165-72.

This article deals with serving handicapped children in both public and school libraries. Part two describes a Florida elementary school's approach to working with the handicapped and discusses teaching library skills to the blind, deaf, retarded and physically impaired.

Turner, Dorothy B. "Where It All Begins," Learning Today 6:3 (Summer 1973), pp. 88-90.

The author recounts activities she found helpful in dealing with EMR students in an elementary school media center: a variety of hands-on experiences for teaching simple concepts; use of media; systematically presented instruction; and coordination between EMR teachers and the media specialist.

Velleman, Ruth. "The School Library in the Education of Handicapped Children." In Library Services to the Blind and Physically Handicapped. Metuchen, NJ: The Scarecrow Press, 1977, pp. 167-73.

A discussion of the needs of children with different physical handicaps and how a specially equipped library media center at the Human Resources School in Albertson, Long Island, attempts to meet those needs in providing for the maximum growth of each child.

Velleman, Ruth. "Serving Exceptional Children," School Libraries 20:4 (Summer 1971), pp. 27-30.

This article emphasizes the need of exceptional children for academic stimulation. The school library media center and its services, particularly storytelling and AV resources, are essential in providing this stimulation. Also stressed is the library media specialist's responsibility to keep abreast of current developments in areas of educating exceptional children and educational media.

Zindel, Paul. "The Magic of Special People," School Media Quarterly 8:1 (Fall 1979) pp.29-32, 41-44.

An author's view of the special child in literature and libraries.

STAFFING

Alexander, Elinora. "All Students Are Exceptional," Learning Today 6:2 (Spring 1973) pp. 30-35.

The article describes a Houston plan to provide services to exceptional children by providing a program for each that is completely individualized. The media coordinator's role as a "learning facilitator" is

described, as are changes being made in roles of teachers and media centers.

Baker, D. Philip. "Mediacentric: An Idea Whose Time Has Come," Wilson Library Bulletin 53:2 (Oct. 1978) pp. 174-75.

This article presents a brief overview of PL 94-142 and recognizes the media center as a natural place for mainstreaming, as the media specialist "already recognizes students as individuals and provides programs and services to meet their separate needs." Good philosophical argument is provided for why the media specialist need not be frightened by mainstreaming.

Baskin, Barbara. "Library Responses to the Challenge of Mental Retardation," American Libraries 1:1 (Jan. 1970) pp. 65-68.

The article defines retardation and notes that the trend of removing the retarded from institutions and rehabilitating them can open up new areas for the librarian whose expanded role as an instructional materials specialist would entail supplying materials to staff, students, and parents. The librarian would function as both an educator and a consultant. Sources of information for the librarian are listed.

Diehl, Sue. "Making the Media Center Special to the Special Child," School Media Quarterly 6:4 (Summer 1978) pp. 273-74.

Good library service to the handicapped depends on knowledge of the people to be served and knowledge of the collection available. Suggestions for making the media center and services an integral and meaningful part of the handicapped student's educational experience are given.

Ehlinger, Clifford and Gail Sullivan Fleig. "Media Specialist and Special Educator--a Partnership That Works," Audiovisual Instruction 21:10 (Dec. 1976) pp. 20-22.

The media specialist can help the special education teacher in developing individualized materials for handicapped students and can also serve as a consultant and an invaluable resource person. Close cooperation among media personnel, special educators, and administrators is seen as essential in developing the optimum program for the handicapped child.

Goldstein, Herbert. "The Role of Media Services in the Education of the Special Student." In Issues in Media Management. Maryland State Department of Education, Division of Library Development and Services, School Media Services Office, 1977. ERIC Document ED 148 311.

Dr. Goldstein, who defines media as a component of education rather than as a service, gives the media specialist some characteristics of the handicapped that must be kept in mind if he is to provide the most effective instructional program possible. He also addresses the need of the media specialist to work closely with teachers and to use the special resources and facilities available.

Lance, Wayne D. "What You Should Know about PL 94-142," Audiovisual Instruction 21:10 (Dec. 1976) pp. 14-15.

The author lists some of the provisions of PL 94-142 and addresses himself to the role of media specialists in implementing it in the school. He has given certain steps that any media specialist can take to prepare himself for this task.

McIntyre, Kenneth. "Media Systems and the Handicapped Child," Audiovisual Instruction 14:9 (Nov. 1969) pp. 21-23.

The article explores some instructional avenues for dealing with handicapped children and also details their ways of communicating information. He points out the need for effective individualized instruction and speaks to the need for training teachers to make many of their own materials.

FACILITIES

Baskin, Barbara and Karen Harris. "The Exceptional Child in the School Library: Identification and Accommodation." Paper presented at the Southwestern Library Association, Biennial Conference (25th, Galveston, Texas, 1974). ERIC Document ED 097 897.

Children with handicaps have traditionally been excluded from many school experiences and the librarian can do much to remedy this situation by providing a positive and effective environment in the media center and by using his influence to remediate undesirable behaviors exhibited by some students. Physical adaptations to facilities are also noted because of their importance in the handicapped student's use of the media center.

Brown, Donnise. "Wider Doors for Handicapped Children: Section 504, Part C," CSSC Study Bulletin 22:3 (Nov. 1978) pp. 1-39.

This bulletin deals with providing equal opportunity for handicapped students through implementing the program accessibility requirements of section 504, part C, of the Rehabilitation Act of 1973. Implications of this act for schools are given as well as several appendices, including a checklist for buildings to determine whether or not they are barrier free.

Jussim, Estelle. "Personal Space and the Media Center: The Psychobiology of Institutional Design," School Media Quarterly (Spring 1974) pp. 189-93.

The author asserts that decisions about school and media center design relate to our conscious and unconscious systems of values, that far too much attention has been given to form and to maximum use of space without regard to the individuals who use it. Adverse effects of crowding on students and teachers are pointed out and suggestions are given for planning libraries that suit the needs of students.

MATERIALS AND EQUIPMENT

Bates, Barbara S. "Identifying High Interest/Low Reading Level Books," School Library Journal 24:3 (Nov. 1977) pp. 19-21.

Books in this category include those for adolescent and reluctant readers who are three or more reading levels below their interest level. The article gives criteria and guidelines for identifying and evaluating books in the areas of appearance, content for both fiction and non-fiction books, and style.

Dequin, Henry C. "Selecting Materials for the Handicapped: A Guide to Sources," Top of the News 35:1 (Fall 1978).

The article contains a listing and description of sources that the media specialist may use in selecting materials for the handicapped. Information about sources for specific handicaps is included.

Gerber, Paul J. and Karen Harris. "Into the Mainstream: Using Books to Develop Social Skills in Perceptually Impaired Children," Top of the News 35:4 (Summer 1979).

Many physically handicapped children have difficulty in relating to their peers and may be several years behind in the development of social skills. Since the library combines an academic and social atmosphere, it provides the optimum setting for development of social skills by handicapped students. Suggestions are given for choosing literature that can be used by the librarian to promote social skills and some specific titles are suggested.

Harris, Karen H. "Selecting Library Materials for Exceptional Children," School Media Quarterly 8:1 (Fall 1979) pp. 22-28.

A look at categories of exceptional children and appropriate selection principles.

Henne, John F. "Serving the Visually Handicapped," School Library Journal 25:4 (Dec. 1978) pp. 36-37.

Extensive descriptions of equipment and materials for use with visually impaired students are given. The article states the advantages and disadvantages of various items and suggests teaching techniques for their use.

McKay, Richard J., Linda Schwartz and Kathy Willis. "The Instructional Media Center's Function in Programs for Special Needs Children at the Middle School Level," International Journal of Instructional Media 4:1 (1976-77) pp. 1-6.

The article identifies items of equipment and related software that can be of special value in instructing exceptional children and gives uses for each that have proved effective in a junior high school in Massachusetts. Included as being of greatest use are the overhead projectors, cassette recorder, filmstrips, photographic equipment, video equipment, and typewriters.

Pfau, Glenn S. "Programmed Instruction: An Exploration into Its Effectiveness with the Handicapped Child," Audiovisual Instruction 14:9 (Nov. 1969) pp.24-27.

The author advances the theory that while programmed instruction and teaching machines cannot replace the educator, they are effective in dealing with handicapped students. He gives a short history of their use with handicapped children and includes a list of references.

Ruark, Ardis and Carole Melby, Kangaroo Kapers. Pierre, SD: Division of Elementary and Secondary Education, 1978. ERIC Document ED 179 214.

This resource guide is intended to assist the school library media specialist in his/her work with handicapped students by "providing a source for information relating to organizations serving the handi capped, periodicals, specialized bibliographies, guidelines for the evaluation of educational materials relating to the handicapped, and strategies for effecting change."

Slick, Myrna H. Recreational Reading Materials for Special Education Students. Student Paper, University of Pittsburgh, 1969. ERIC Document ED 046 173.

Considers the role and responsibility of the high school librarian in cooperating with the special education teachers in providing recreational reading materials and programs for special students. A major section of the paper is an annotated list of suggested books to purchase.

GENERAL AND/OR COMPREHENSIVE SOURCES: BOOKS

Baskin, Barbara H., and Harris, Karen H., eds. The Special Child in the Library. Chicago: American Library Association, 1976.

Collection of articles, some more valuable than others in terms of relevancy and up-to-dateness, related to accommodating mainstreamed exceptional children (including the gifted) in school library media centers. Articles are arranged in separate sections speaking to: physical environment of the media center; selecting appropriate materials; utilization of materials; development of media center programs which will enhance the education of handicapped students. A valuable final section contains an annotated listing of supplementary resources for serving the exceptional child in the school library media center and a few brief articles describing innovative media programs in special schools for handicapped children.

Strom, Maryalls G. Library Services to the Blind and Physically Handicapped. Metuchen, NJ: Scarecrow Press, 1977.

The book is a collection of articles divided into four parts to include information on special libraries for the handicapped, specific handicapping conditions, development of library services. Its main purpose is to make librarians more aware of the reading needs of the visually and physically handicapped.

Terwilliger, Jane, ed. Special People, Special Needs, Special Services. Athens, GA: University of Georgia, Department of Educational Media and Librarianship, 1978.

This publication contains practical guidelines relating PL 94-142 to the media specialist. It is primarily a reference tool because of its extensive bibliographies. Also included are checklists, directories, evaluation and selection criteria. The section on the special student and the school media center should be a helpful resource for the media specialist. Prepared for 7th Annual Conference for Continuing Professional Development, University of Georgia, Bureau of Educational Studies and Department of Educational Media and Librarianship ($2.00). Available from:

Educational Media Center
College of Education
The University of Georgia
607 Alderhold Hall
Athens, GA 30602

Velleman, Ruth A. Serving Physically Disabled People. New York: R.R. Bowker Co., 1979.

This source comprehensively explores the informational needs of physically disabled people, defines the role of the librarian in helping to meet those needs, and offers pertinent sources of information. The book does not address the needs of the mentally, emotionally, or other disabled. One chapter deals with school library media centers and another chapter includes a core collection for serving disabled students. The book is based on the author's extensive experience as a librarian to handicapped adults and youth.

Wright, Keith, Library and Information Services for Handicapped Individuals. Littleton, CO: Libraries Unlimited, Inc., 1979.

An overview of major handicapping conditions: blind and visually impaired, deaf and hearing impaired, mentally handicapped (mentally retarded, learning disabled, mentally ill), physically handicapped, and aging, with suggested appropriate library (public) programs and services for each handicapped group. Some of the suggestions, particularly guidelines for services to the mentally retarded could be used in school media centers. A highlight to the book--each chapter includes lists of references for further reading. Also references are included to sources of information about each handicapping condition and special media materials and equipment.

GENERAL AND/OR COMPREHENSIVE SOURCES: SPECIAL PERIODICAL ISSUES

Audiovisual Instruction 14:9 (Nov. 1969).

This issue is entirely devoted to the role of media in special education. Articles cover the use of various media programs and AV materials with children having different handicapping conditions. Use of media in training teachers and specialists is also explored.

Audiovisual Instruction 21:10 (Dec. 1976).

This issue devoted to technology and the exceptional child addresses the role that media can play in educating the handicapped child in the classroom, media center, and at home. Information is given about PL 94-142 and some of the articles deal with mainstreaming and the role of the media specialist as a valuable resource person.

Illinois Libraries 59:7 (Sept. 1977)

This issue is devoted exlusively to media, information, and services for the exceptional student. Discussed are the implications of PL 94-192, mainstreaming, program development for the handicapped child, and publications for the handicapped learner among others. A list of national agencies concerned with exceptional students is included.

Interracial Books for Children Bulletin 8:6/7 (1977)

This double issue focuses on handicappism in children's books.

School Media Quarterly 6:4 (Summer 1978)

The periodical contains articles on the relationship between the handicapped student and the school media center, including discussion of PL 94-142, the demands of the IEP on the media specialist, and media services for gifted learners.

GENERAL AND/OR COMPREHENSIVE SOURCES: FORTHCOMING PUBLICATIONS

Baker, D. Philip and Dave Bender. Library Media Programs and Special Learners. Hamden, CT: Shoe String Press, forthcoming.

This 400-page volume containing case studies of exemplary media programs serving handicapped students is scheduled for release in June 1980.

Petrie, Joyce, Linda Whitmore and Linda Schmoldt. Mainstreaming in the Media Center: A Manual for Media Specialists.

The guide was written by the staff of the Media and Mainstreaming Project at Portland State University, Portland, Oregon, and was developed to "fill the gap" that exists in the area of field tested, comprehensive materials in all aspects of a media program in relation to all handicapping conditions. The manual consists of an operational model, the manual of guidelines for the media specialist, and an assessment guide. The manual and related material will be available for distribution by the Fall of 1980, following field testing by media specialists in selected schools across the nation and upon final revision. The material was developed as a result of a research project funded by the U.S. Office of Education, Division of Libraries and Learning Resources, Research and Demonstration Program, and directed by Dr. Joyce Petrie of Portland State University. Publication information will be available in the Summer of 1980.

Thomas, Carol H. and James L. Thomas. Special Programs for Special Children. Phoenix, AZ: Oryx Press, forthcoming.

Scheduled for release in April 1980, this book promises to cover current broad considerations of successful print and nonprint programs that are meeting the needs of handicapped students as reported in leading educational journals from 1973-79 by type of handicapping condition.

ADDITIONAL RESOURCES

REFERENCE

American Foundation for the Blind
Publication Division
15 West 16th Street
New York, NY 10011

Free catalog of publications and catalogs of Aids and Appliances for the Blind and Visually Impaired lists everything from games to kitchen utensils for use by the visually handicapped. Catalogs are free.

American Association for the Advancement of Science
AAAS Project on the Handicapped in Science
1176 Massachusetts Avenue, N.W.
Washington, DC 20036

The project developed a directory of 500 handicapped scientists who are willing to speak in schools about education and careers. They have also developed other materials for teaching science to handicapped students.

Baskin, Barbara H. and Karen H. Harris. Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. New York: R.R. Bowker, 1977.

Excellent book giving rationale for evaluating books on handicaps plus short annotations and analysis of 300 books.

Bibliography of Secondary Materials for Teaching Handicapped Students. Washington, DC: President's Committee on Employment of the Handicapped, 1977.

Lists materials dealing with the delivery of special education, vocational education and industrial arts services to handicapped individuals.

Captioned Films and Telecommunications Branch
Bureau of Education for the Handicapped
United States Office of Education
Washington, DC 20202

For general information about the captioned films program.

Captioned Films for the Deaf Distribution Center
5034 Wisconsin Avenue, N.W.
Washington, DC 20016

For information on entertainment captioned films.

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Send for free catalog of publications and non-print media. In cooperation with CEC, the Educational Resources Information Center (ERIC) offers a Clearinghouse on Handicapped and Gifted Children. Through the clearinghouse, custom computer searches, computer search reprints, annual topic

bibliographies, and quarterly indexes provide access to the ECER (Exceptional Child Education Resources) data base.

Directory of National Information Sources on Handicapping Conditions and Related Services. Washington, DC: Department of Health, Education and Welfare. DHEW Pub. No. OHD 77-22003.

A comprehensive volume describing the purposes, activities and services of 270 national level organizations and federal agencies. It is available from:

Clearinghouse on the Handicapped
Office for Handicapped Individuals
388-D South Portal Building
Washington, DC 20201

Dreyer, Sharon Spredermann. The Bookfinder. American Guidance Service, 1977.

A guide to children's literature about the needs and problems of youth ages 2-15. This reference work describes and categorizes 1,031 children's books according to more than 450 psychological, behavioral, and developmental topics of concern to youth.

ERIC Clearinghouse on Information Resources, Syracuse University.

Information on the management, operation and use of libraries. Write to:

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Syracuse, NY 13210

Federal Assistance for Programs Serving the Handicapped. Washington, DC: HEW, Office for Handicapped Individuals, 1978. DHEW Pub. No. OHDS 78-22001, available through GPO.

Lists government programs which provide assistance to handicapped persons.

Handicapped Learner Materials Distribution Center
Indiana University
Audio-Visual Center
Bloomington, IN 47405

Send for Catalog of Instructional Materials for the Handicapped Learner. Materials in this catalog are available on free loan (excepting return postage) for 1-7 day periods. Items are loaned for preview purposes and actual usage with handicapped persons, but only if the items are not available from local media resource centers.

Handicapped Requirements Handbook
Federal Programs Advisory Service
2120 L Street N.W., Suite 210
Washington, DC 20037

Subscription at $65/copy includes Basic 504 Compliance Guide plus 12 monthly supplements and newsletters. Individual "Agency Requirement Chapters" are $15 each. The scope and detail of this publication would make it appropriate for a district level resource.

Mainstreaming: A Working Bibliography, 3rd ed., Minneapolis, MN: National Support Systems Project, October 1, 1977.

Bibliography is not complete or comprehensive. Citations have not been systematically evaluated nor chosen for quality. It is, however, an extensive listing and is carefully indexed.

National Support Systems Project
253 Burton Hall
University of Minnesota
Minneapolis, MN 55455

McCarr, Dorothy. Materials Useful for Deaf/Hearing Impaired. Lake Oswego, OR: Dormac, Inc., 1976.

An annotated bibliography of useful material for deaf/hearing impaired students. Book is divided into ten curriculum areas. Includes interest and reading level plus cost for each item.

National Center Educational Media and Materials for the Handicapped (NCEMMH), Ohio State University.

Computer-based, on-line system for searching and production of inexpensive hardcopy materials. Abstracts of over 37,000 items: child-use, training and assessment. (NIMIS II or OSU-NIMIS) DTIMS: Directive Teaching Instructional Management System is designed to assist teachers in providing individualized instruction for acquisition of academic skills. Materials field-tested with both handicapped and non-handicapped students.

Newsletter: The Directive Teacher (see page 22).

National Information Center for Special Education Materials (NICSEM), University of Southern California.

Computer-based, on-line system accessed through Lockheed's DIALOG and BRS: National Instructional Materials Information System (NIMIS I). Indexes child-use instructional materials and teacher training materials. Also has produced catalog of special education non-print media: NICEM Index to Non-Print Special Education Materials.

Newsletter: Frankly Speaking (see page 23).

NICEM Index to Non-Print Special Education Materials--Multimedia. Los Angeles: NICEM and NICSEM, 1979.

Two separate volumes: Learner Volume contains 35,558 titles and abstracts on materials suitable for direct instruction of the handicapped. The Professional Volume contains 5,192 abstracts of media and materials selected for use by parents of exceptional children, special education teachers, and other professionals.

Pick a Title. Baltimore, MD: The Maryland State Department of Education, 1978.

A collection of children's books and other media about the handicapped. Short annotations.

Sadker, Myra Pollack and David Miller Sadker. Now Upon a Time. New York: Harper and Row, 1977.

A reference book to children's books with a good section on handicaps and children. Bibliographies are annotated.

Topical Bibliographies. Reston, VA: Council for Exceptional Children/ERIC Clearinghouse on Handicapped and Gifted Children.

This service of CEC provides custom computer searches as well as subject bibliographies taken from yearly volumes of Exceptional Child Education Resources (ECER). The bibliographies in each yearly series consist of 50-100 citations (publication dates, author, title, source and 200 word summary) at a cost of $4.50 each bibliography. For further information contact CEC.

GENERAL PERIODICALS ON THE HANDICAPPED

Amicus
National Center for Law and the Handicapped
1235 N. Eddy Street
South Bend, IN 46617

Center's bimonthly publication designed to monitor and report developments in the law as they relate to the rights of handicapped individuals, specifically court cases and legislation. Free.

The Deaf American
National Association of the Deaf
814 Thayer Avenue
Silver Springs, MD 20910

Monthly publication covers a variety of general interest topics.

The Directive Teacher
NCEMMH
Ohio State University
356 Arps Hall
1945 North High Street
Columbus, OH 43210

Publishes manuscripts by college or university affiliates, inservice teachers, and other special education professionals in the field. Topics represent one of three categories: 1. teacher-made materials or technologies, 2. classroom applications, 3. home-based application. $6.75/yr. Replaced Apropos.

Disabled USA
The President's Committee on Employment of the Handicapped
Washington, DC 20210

Reports progress in nationwide program to employ handicapped workers; presents new promotional and educational activities. Free.

Exceptional Children
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Scholarly journal which focuses on educational problems of all exceptional children. $20/yr. 8 issues.

The Exceptional Parent
PO Box 4944
Manchester, NH 03102

Offers practical guidance to parents and professionals. $15/yr. 6 issues.

Frankly Speaking
NICSEM
University of Southern California
University Park
Los Angeles, CA 90007

Newsletter published quarterly to meet the information needs of persons involved in special education at the local level. Focus on professional and child-use materials.

Gallaudet Today
Gallaudet College
Kendall Green, Northeast
Washington, DC 20002

Quarterly which speaks out on issues affecting the needs, education, rights and welfare of deaf persons everywhere.

Journal of Special Education
Subscription Department
111 Fifth Avenue
New York, NY 10003

Provides background information and concrete suggestions that can be applied in day-to-day work with children. $18.50/yr. 4 issues.

News
7000 Hamilton Avenue
Cincinnati, OH 45231
See Update, page 24.

Sports News for the Deaf
3606 Ramelle Drive
Council Bluffs, IA 51501

This "Sports Publication by the Deaf, for the Deaf" is issued monthly, except July. It contains sports news and articles about state deaf schools and colleges across the country. $6.00/yr.

Teaching Exceptional Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Classroom oriented. Articles on instructional methods, learning materials and classroom management. $12.50/yr. 4 issues.

Update
7000 Hamilton Avenue
Cincinnati, OH 45231

News
7000 Hamilton Avenue
Cincinnati, OH 45231

Both publications are bi-monthly newsletters of the National Library Service (NLS) for the Blind and Physically Handicapped, Library of Congress. They contain articles about current projects and new products and resources for the visually impaired and physically handicapped. They are free. The NLS also issues bibliographies; sample titles include Sources of Large Type Books, Subject Guide to Spoken Word Recordings.

ACQUIRING KNOWLEDGE ABOUT PL 94-142 AND HANDICAPS

Ballard, Joseph. Public Law 94-142 and Section 504--Understanding What They Are and Are Not. Reston, VA: Council for Exceptional Children, 1977.

Brief explanations in question and answer format. Easy way to get a grasp of what law is about.

Ballard, Joseph, Jean N. Nazzaro and Frederick J. Weintraub. P.L. 94-142, The Education for All Handicapped Children Act of 1975. Reston, VA: The Council for Exceptional Children, 1976.

Multimedia kit to help educators understand the many facets of PL 94-142. Three captioned filmstrips, 3 audio cassettes, copy of law, a question and answer document and printed copy of scripts. $50.

The Deaf and Blind
American Foundation for the Blind
Audio Cassette

Raymond Swing discusses questions concerning the deaf and blind with Annette B. Dinsmore of the American Foundation for the Blind.

Gearhart, William R. and Mel W. Weishan. The Handicapped Child in the Regular Classroom. St. Louis: C.V. Mosby, 1976.

This very readable book gives good basic coverage of the many aspects of education for handicapped students. It speaks to specific handicapping conditions and presents strategies, alternatives, modifications and adaptations for educating these students.

Hagerty, Robert and Thomas Howard. How to Make Federal Mandatory Special Education Work for You: A Handbook for Educators and Consumers. Springfield, IL: Charles C. Thomas Publishers, 1978. $11.75.

This book provides easily understood and accurate information on PL 94-142. Chapters include role of federal, state and local leadership.

Haring, Norris G., ed. Behavior of Exceptional Children. 2nd ed. Columbus, OH: Charles E. Merrill, 1978.

Explains who exceptional children are, what the handicaps are and the problems of labeling. Includes directions on how to teach exceptional children.

Langone, J. Goodby Bedlam. Waltham, MA: Little, Brown, 1974.

A medical journalist explains in popular and concise terms how to understand abnormalities, character disorders, psychosomatic disorders, and brain dysfunctions. Useful for the non-specialist who wishes to improve his/her understanding.

The Law and Handicapped Children in School. Bloomington, IN: Audio-Visual Center, Indiana University.

Series of 14 videotapes that assess the history and applicability of PL 94-142. Introduces some of the problems and implications of law.

Reynolds, Maynard C., ed. Mainstreaming--Origins and Implications. Reston, VA: Council for Exceptional Children, 1976.

Excellent for background information and implications of the law.

Weintraub, Frederick J. State Law and Education of Handicapped Children: Issues and Recommendations. Reston, VA: Council for Exceptional Children, 1972.

Good reference to the laws on mainstreaming.

TEACHING TECHNIQUES

Baker, Clifford D. and Barbara J. Fowler. Preparing General Educators to Work with Handicapped Students. Greeley, CO: University of Northern Colorado, 1979. $30.

This handbook provides a wide variety of field-tested teacher-training activities, step-by-step teaching suggestions, supplementary instructional materials, updated listing of resources for developing mainstreaming competencies for general educators. Useful resource for planning in-services.

Haring, Norris G. and R. L. Schiefelbusch. Teaching Special Children. New York: McGraw Hill Book Co., 1976.

The authors present a number of instructional models in summarized form. They also give references to complete instructional packages.

Heinich, Robert, ed. Educating All Handicapped Children. Englewood Cliffs, NJ: Educational Technology Publications, 1979.

This book offers guidelines to educators for managing the changes necessitated by mainstreaming. It deals with the system-wide effects of such areas as the structure of the school, the organization of teacher education, and design of instruction. It is valuable to the media specialist as an instructional team member.

Reynolds, Maynard C. and Jack W. Birch. Teaching Exceptional Children in All American Schools. Reston, VA: Council for Exceptional Children, 1977.

Clearly written text for all school personnel involved in interpreting and implementing PL 94-142. Half of the book is devoted to specific handicapping conditions.

Stephens, Thomas M., A. Carol Hartman and Virginia H. Lucas. Teaching Children Basic Skills: A Curriculum Handbook. Columbus, OH: Charles E. Merrill Publishing Co., 1978. $11.95.

Book contains over 700 "short-term objectives" required as part of IEPs; sample assessment tactics and teaching activities; exercises in creating assessment tactics and teaching activities.

Teacher Training in Mainstreaming. New York: EPIE (Educational Products Information Exchange) Institute, 1978. EPIE Report: No. 86m.

Provides extensive analysis on the instructional aspects of materials designed for inservice training relevant to mainstreaming. Covers 15 series of training materials. Excellent for evaluation of existing series or for designing own training materials.

Teaching Resources Corporation
100 Boylston Street
Boston, MA 02116

Send for free catalog which provides detailed descriptions of over 200 programs and materials for special education, early childhood, and language development. Company publishes a series of fifteen books--"TR's Mainstreaming Series"--designed to help teachers and specialists understand and work with exceptional children.

Thomas, M. Angele, ed. Developing Skills in Severely and Profoundly Handicapped Children. Reston, VA: Council for Exceptional Children, 1977.

A product of the ERIC Clearinghouse on Handicapped and Gifted Children. Ten outstanding articles.

Turnbull, Ann P., Bonnie Strickland, and John C. Brantley. Developing and Implementing Individualized Education Programs. Columbus, OH: Charles E. Merrill Publishing Co., 1978. $8.95.

This handbook on how to implement PL 94-142 discusses steps and mechanics for writing IEP's.

DEVELOPING STUDENT AWARENESS

AID: Accepting Individual Differences
Developmental Learning Materials
7440 Natchez Ave.
Niles, IL 60648

The AID kit is designed to help elementary and middle grade students learn to understand, accept and develop a positive attitude toward people with handicaps. Kit contains 4 large picture books, 5 teachers guide booklets, and 1 cassette.

Berger, Gilda. Learning Disabilities and Handicaps. New York: Watts, 1978.

This book deals with the attitudes of young people toward the physically impaired and defines most of the specific impairments. It examines their history and provides scientific information and available treatment.

Better Understanding of Disabled Youth (BUDY)
Ideal School Supply
11000 S. Lavergne Ave.
Oak Lawn, IL 60453

This series consists of five units of multi-media kits to provide teachers and elementary school children with the needed information and a variety of activities to enhance understanding differences among people for the purpose of achieving appropriate interaction and successful integration. Each BUDY unit contains a teacher's manual, a filmstrip and audio-cassette, posters, stories, and student manipulatives and/or worksheets.

Family Relations (Vision, Hearing and Speech Series)
Creative Arts, 1972
6-9 x 11 prepared transparencies.

Each transparency presents symptoms of specific impairment.

Feeling Free. Englewood Cliffs, NJ: Scholastic Books, 1979.

Six 16mm films (also available in video format), activities and storybooks. Designed for use in grades 4-6, the materials help students to better understand handicapping conditions by showing kids with different handicaps at home and in school. Materials are sensitive and informative.

Films Incorporated
733 Green Bay Road
Wilamette, IL 60091

This company has put out a number of film series, some from the Zoom television series, which provide positive images of handicapped young people. Send for catalog "Exceptional Films about Exceptional Children."

Haskins, James. Who Are the Handicapped? New York: Doubleday, 1978.

Excellent resource for junior high and up to help develop positive feelings toward handicapped people.

I'm Just Like You. Sunburst Communications, Victoria Production, Inc., 1977.

Two filmstrips, 2 cassettes and a teacher's guide. Materials are about a 13-year-old blind boy who adequately copes with his disability. General audience appeal.

Julie and Spanish Dancer. National Foundation, March of Dimes, 1975.

Each of these films is about a nine-year-old girl who is born without arms or legs. In Julie, she and her teenage siblings share their observations concerning her reception into a society where handicapped people are a minority. Spanish Dancer is filmed in a documentary style and is an informative and optimistic sequel to Julie. General audience appeal.

Kids Come in Special Flavors
Box 562
Dayton, OH 45405

This kit contains complete, ready-to-use teaching materials and simple instructions to simulate the actual inconvenience of being handicapped. Exercises help kids, grades 3-12, explore physical and psychological stumbling blocks created by handicaps. 16 simulations, questions for discussion, cassette tape, guide book. $19.95.

MEET Series
H and H Enterprises, Inc.

The "Meet" series contains 4 books and matching records to explain handicapping conditions to non-handicapped children pre-school through second grade. $29.00.

Mimi: This Is Who I Am. Guidance Associates, 1977.

This filmstrip and guide help viewers (students and adults) gain understanding about the physically disabled. Narrated by Mimi Nelkin, this film is about her own thoughts and life experiences. General audience appeal.

Please Know Me As I Am
The Jerry Cleary Company
25 Ronald Road
Sudbury, MA 01776

This guide helps elementary children understand the child with special needs. The format involves teacher applications and children's reactions to the concepts presented. It includes 11 curriculum suggestions with course instruction, teacher application, and children's reactions. $4.45.

Pursell, Margaret Sanford. Look at Physical Handicaps. Minneapolis, MN: Lerner Publishers, 1976.

Through black and white photography and a simple text, the problems of people who have physical handicaps are portayed. This book encourages readers to understand, not pity those who are impaired.

Put Yourself in My Place. New York: Guidance Associates, Inc., 1978.

Kit containing 2 color filmstrips, 2 cassettes and discussion guide. The program considers the adolescent dilemma of peer acceptance vs. individual identity.

Teen Scenes
Developmental Learning Materials, 1979.
12 full color posters 12" x 18".

Handicapped students are pictured at work and in recreational settings. Instruction sheets provide a variety of discussion question and background information on each poster subject.

What if You Couldn't ... ? ... A Program about Handicaps
by Children's Museum of Boston with WGBH, Boston
Selective Educational Equipment, Inc.

The purpose of this kit is to "create an awareness and sensitivity among nondisabled kids and teachers to the needs of handicapped kids." Kit, designed for elementary and middle school children, includes lesson plans and activities, simulation experiences and problem solving exercises, masters for worksheets and handouts, book and pamphlets. $360.

FACILITIES

Aiello, Barbara, ed. Places and Spaces: Facilities Planning for Handicapped Children and Adults. Reston, VA: Council for Exceptional Children, 1976.

Designed to aid dialogue between the educator and the designer (architect). Three sections: In Print (publications), In Plan (specifications), In Addition (resources--people, groups, places).

American National Standards Institute
1430 Broadway
New York, NY 10018

The ANSI provides the machinery for creating voluntary architectural standards. State codes are often based on ANSI recommendations. They also put out a publication on funding sources for making changes.

Cary, Jane Randolph. How to Create Interiors for the Disabled. Patheon Books, 1978. $5.95.

A cheerful, optimistic, yet realistic picture of what is available today for adapting the home environment for someone who is disabled. Helps in understanding some of the problems. Has ideas you could use in your media center and will be a helpful resource for older students and parents.

Coons, Maggie and Margaret Milner, eds. Creating an Accessible Campus. Association of Physical Plant Administrations of Universities and Colleges, 1978.

Besides giving specifications for creating a barrier free campus, this book gives practical suggestions for implementation and also good background explanations of problems which are not readily apparent to someone who does not have to overcome them.

Kliment, Stephen A. Into the Mainstream: A Syllabus for a Barrier-Free Environment. New York: American Institute of Architects, 1975.

Practical information for working toward a barrier-free environment in your community.

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Bardenstein, Linda. Selection and Adaptation of Media for the Deaf. Rochester, NY: National Technical Institute for the Deaf, no date.

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Chisholm, Margaret E. and Donald P. Ely. Media Personnel in Education. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

Corn, Anne Lesley and Iris Martinez. When You Have a Visually Handicapped Child in Your Classroom: Suggestions for Teachers. New York: American Foundation for the Blind (no date).

Coyne, Phyllis. Resource Booklet on Recreation and Leisure for the Developmentally Disabled. (Developed for Recreation and Leisure Skills Training Workshop at Portland State University, April 7, 1978).

Gearhart, William R. and Mel W. Weishan. The Handicapped Child in the Regular Classroom. St. Louis: C.V. Mosby, 1976.

Gilhool, Thomas K. "Changing Public Policies: Roots and Forces," Minnesota Education 2:2 (Winter 1976).

Guidelines for the Representation of Exceptional Persons in Educational Media. Reston, VA.: Council for Exceptional Children, 1979.

Johnson, David W. and Robert T. Johnson. Learning Together and Alone: Cooperation, Competition, and Individualization. Minneapolis: University of Minnesota, 1978.

Kent, Deborah. "There and Back Again," Disabled USA 1:7 (1978).

Monson, Dianne and Cynthia Shurtleff. "Altering Attitudes toward the Physically Handicapped through Print and Non-Print Media," Language Arts 56:2 (Feb. 1979).

National Education Association (NEA). The Educable Mentally Retarded Student in the Secondary School. Washington, DC: NEA 1975.

Paul, James L. Mainstreaming: A Practical Guide. Syracuse, NY: Syracuse University Press, 1977.

Petrie, Joyce, Linda Whitmore, Linda Schmoldt, and Judie Foster. Mainstreaming in the Media Center: A Manual for Media Specialists. Preliminary Edition. Portland, OR: Portland State University, 1980.

PEACHES (Pre-School Educational Adaptations for Children Who Are Handicapped) for Your First Days with a Handicapped Child. Portland, OR: Special Education Department, Portland State University, 1978.

Reynolds, Maynard C. and Jack W. Birch. Teaching Exceptional Children in All America's Schools. Reston, VA: Council for Exceptional Children, 1977.

Schipper, William. "Overview of the Legislation . . . PL 94-142," School Media Quarterly 8:1 (Fall 1979) pp. 17-21.

A look at the concepts behind the law.

Smith, Pamela Bodoin and Glee Ingram Bentley. Participant Manual Mainstreaming (Teacher Training Program): Mainstreaming Mildly Handicapped Students into the Regular Classroom. Austin, TX: Education Service Center, Region XIII, 1975.

Stern, Virginia W. and Martha Ross Redden. "Role Models for the Handicapped," National Elementary Principal 58:1 (Oct. 1978).

Telford, C. and J. Sawrey. The Exceptional Individual. Englewood Clifts, NJ: Prentice-Hall, 1977.

Vandergrift, Kay E. "Person and Environment," School Media Quarterly 4:4 (Summer 1976).

Vernon, McCay. "Deafness and Mental Health: Some Theoretical Views," Gallaudet Today 9:1 (Fall 1978).

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AUTHOR/PRODUCER/AGENCY INDEX

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